



DYNAMIC[®]
LEARNING MAPS

Understanding Your Child's Individual Student Score Report

2017-2018 School Year



For More Information

DLM General Information <https://dpi.wi.gov/assessment/dlm>

Wisconsin Essential Elements <https://dpi.wi.gov/sped/topics/essential-elements>

What is the Dynamic Learning Maps[®] Assessment?

The Dynamic Learning Maps (DLM) assessment is administered statewide in the spring each year and assesses English language arts (ELA) and mathematics. In addition, your student may have also taken the science and social studies assessments depending on their grade level. The DLM assessment is intended for students with the most significant cognitive disabilities in grades 3-11 and is designed to compare a student's strengths and needs to clearly defined standards, skill levels, or areas of knowledge. It is aligned with the Wisconsin Essential Elements and measures how students perform in relation to those standards.

Your child should receive an Individual Student Report for each subject tested. These reports indicate the skills your child demonstrated during the assessment.

Dynamic Learning Maps Reports

As you read your child's *Individual Student Year End Reports*, please refer to explanations in this guide to assist you in understanding the information. In order to obtain a complete picture of your child's academic performance, daily class work, homework and other learning activities should also be considered. Please feel free to contact your child's teacher with any questions.

Each report contains information about your child's performance. These reports have three parts: the Individual Student Report Summary, the Performance Profile and the Learning Profile.

Individual Student Report – Front Page

The *Individual Student Report (ISR)* summarizes how your child performed on the English language arts and mathematics assessments. Some students may also take science and social studies depending on their grade level. DLM performance levels are presented as Emerging, Approaching Target, At Target, and Advanced. A description of the information on the ISR is provided below.

(A) Identifying Information. The student's name and grade are shown at the top of the report. You will also find the student's, report date, school, and district listed in the lower part of this panel.

(B) Purpose. This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.

(C) DLM Performance Levels. The chart provides information about student achievement in terms of DLM performance levels. For each subject, each performance level is shown, along with a bar graph indicating the performance level the student achieved in each content area.

(D) Explanation of DLM Performance Levels. This section provides an explanation of the DLM performance levels.

Individual Student Report *Summary* – Back Page

Individual Student Report, Spring 2018

WISCONSIN PUBLIC INSTRUCTION | NAME: Ashanti Allison | GRADE: 11 | REPORT DATE: 06-06-2018 | SCHOOL: Arcadia High | DISTRICT: ARCADIA SCHOOL DISTRICT

(A)

(B) **PURPOSE:** This report presents information about Ashanti's achievement on the Dynamic Learning Maps (DLM) assessment. Performance levels describe Ashanti's performance on subject area tests. The DLM assessment is designed to identify strengths and needs relative to the Wisconsin Essential Elements.

| Content Area* | Emerging | Approaching the Target | At Target | Advanced |
|-----------------------|----------|------------------------|-----------|----------|
| English Language Arts | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Studies** | | | | |

(C)

DLM Performance Levels
EMERGING: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
APPROACHING THE TARGET: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is **approaching the target**.
AT TARGET: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is **at target**.
ADVANCED: The student demonstrates **advanced** understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

(D)

For more information:
Dynamic Learning Maps General Information: <http://dpi.wi.gov/assessment/dlm>
Wisconsin Essential Elements: <http://dpi.wi.gov/spec/topics/essential-elements>
Grade and content-specific Performance Level Descriptions can be found at: <http://dynamiclearningmaps.org/content/assessment-results>

*If no performance area is shaded, the student did not test in that content area.
**Social studies is assessed through a Wisconsin developed rating scale, in grades 4, 8, and 10. For reporting purposes, social studies performance levels have been included with the DLM performance levels and content areas.

The back page of the *Individual Student Report Summary* (ISR) provides additional interpretive information about the DLM. Each DLM subject area measures student learning with respect to the Wisconsin Essential Elements, and are further grouped into conceptual areas and domains. This report indicates your child’s score and the percent mastered according to these areas. **(E)**

Overall Results

This section describes Ashanti’s performance on grade-level academic skills in each content area. The Conceptual Areas and Domains sections further identify the categories of tested skills and the percent mastered relevant to the Wisconsin Essential Elements.

English Language Arts

Grade 11 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Ashanti has mastered 63 of those 85 skills during the 2015-16 school year.

Conceptual Areas

| | |
|---|---|
| Construct understandings of text Mastered 28 of 35 skills 80% | Use writing to communicate Mastered 13 of 20 skills 65% |
| Integrate ideas and information from text Mastered 16 of 20 skills 80% | Integrate ideas and Information in writing Mastered 6 of 10 skills 60% |

Science

Grade 11 science allows students to show their achievement in 27 skills related to 9 Essential Elements. Ashanti has mastered 15 of those 27 skills during the 2015-16 school year.

Domains

| | |
|--|---|
| Physical Science Mastered 8 of 9 skills 89% | Earth & Space Science Mastered 4 of 9 skills 44% |
| Life Science Mastered 3 of 9 skills 33% | |

Mathematics

Grade 11 mathematics allows students to show their achievement in 40 skills related to 9 Essential Elements. Ashanti has mastered 11 of those 40 skills during the 2015-16 school year.

Conceptual Areas

| | |
|--|--|
| Calculate accurately and efficiently using simple arithmetic operations Mastered 2 of 10 skills 20% | Represent and interpret data displays Mastered 1 of 5 skills 20% |
| Understand and use geometric properties of two- and three-dimensional shapes Mastered 3 of 5 skills 60% | Understand patterns and functional thinking Mastered 5 of 20 skills 25% |

Social Studies

Ashanti’s performance is **approaching the target**. Social studies is completed for students in grades 4, 8, and 10 using a Wisconsin developed rating scale completed by the teacher. These scores are reported based upon Ashanti’s performance level as indicated by the overall score on the rating scale and not by individually scored test items. Please contact Ashanti’s teacher for more information regarding social studies.

Overview

Each Individual Student Score Report contains information about your child’s performance for one subject. This report includes the Performance Profile.

Performance Profile

The first part of the Performance Profile describes your child’s overall performance based on Essential Elements, which are the alternate achievement standards for this subject. The performance levels are:


- emerging
- approaching the target
- at target
- advanced

“At target” means your child has met the alternate achievement standards in this subject at your child’s grade level.

This part of the report also lists examples of skills mastered by students at your child’s performance level. Your child may or may not demonstrate all of these skills.

REPORT DATE: 06-06-2018
SUBJECT: English language arts
GRADE: 10

Individual Student Year-End Report
Performance Profile 2017-18



NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District ID
STATE: DLM State

Overall Results

Students in Grade 10 English language arts are expected to be administered assessments covering 50 skills for 10 Essential Elements. Student mastered 17 skills during the year.

Overall, Student’s mastery of English language arts fell into the first of four performance categories: **emerging**. The specific skills Student has and has not mastered can be found in Student’s Learning Profile.

emerging

approaching the target

at target

advanced

| | |
|-------------------------|--|
| EMERGING: | The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements. |
| APPROACHING THE TARGET: | The student’s understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target . |
| AT TARGET: | The student’s understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target . |
| ADVANCED: | The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements. |

A student who achieves at the **emerging** performance level typically can identify objects associated with a text, identify text elements, demonstrate an understanding of language, and identify text structure when reading literature and informational text.

The student identifies objects associated with a text by:

- using property words to identify familiar objects
- identifying objects within a category
- understanding subgroups of objects within a category

The student identifies text elements by:

- identifying details in a familiar text

© The University of Kansas. All rights reserved. For educational purposes only.
May not be used for commercial or other purposes without permission.
“Dynamic Learning Maps” is a trademark of The University of Kansas.

Page 1 of 3


Performance Profile, continued

The second part of the Performance Profile describes the percentage of skills your child demonstrated on related academic skills. These skills meet or lead up to grade-level content for students with the most significant cognitive disabilities.

Your child’s mastery of skills is an estimate of mastery made with reasonable certainty. As is the case with any test result, your child's ability to demonstrate certain skills may vary from one testing attempt to another. Please keep in mind that the skills demonstrated during this assessment provide only one piece of evidence of what your child knows and can do.

REPORT DATE: 06-06-2018
SUBJECT: English language arts
GRADE: 10

Individual Student Year-End Report
Performance Profile 2017-18



NAME: Student DLM
DISTRICT: DLM District
SCHOOL: DLM School

DISTRICT ID: DLM District ID
STATE: DLM State

Performance Profile, continued

Conceptual Area

Construct understandings of text

100%

Mastered 12 of 5 skills*

Integrate ideas and information from text

7%

Mastered 1 of 15 skills

Use writing to communicate

10%

Mastered 2 of 20 skills

Integrate ideas and information in writing

20%

Mastered 2 of 10 skills

*Student took more assessments and demonstrated mastery of skills beyond what was required during the year.

More information about Student's performance on each Essential Element that make up the Conceptual Areas is located in the Learning Profile.

Page 3 of 3

Learning Profile


The Learning Profile shows your child’s progress toward grade-level targets for each Essential Element tested. In the table, each Essential Element has a row of skills at different levels. Level 4 is the Target, which is the grade-level expectation. Skills at levels 1, 2, and 3 are skills that build to the Target. Level 5 skills exceed the Target.

In the Essential Element column, blue (or dark gray) shading shows Essential Elements that were tested but your child did not demonstrate during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (1-5) green (or medium gray) shading shows specific skills your child demonstrated during the test.

Your child’s performance on all Essential Elements is used to calculate your child’s overall performance in a subject.

REPORT DATE: 06-06-2018
SUBJECT: English language arts
GRADE: 10

Individual Student Year-End Report
Learning Profile 2017-18


DISTRICT ID: DLM District
STATE: DLM State

NAME: Student DLM
DISTRICT: DLM District ID
SCHOOL: DLM School

Student’s performance in 10th grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during the 2017-18 school year. Grade 10 had 19 Essential Elements in 4 Conceptual Areas available for instruction during the 2017-18 school year. The minimum required number of Essential Elements for testing in 10th grade was 10. Student was tested on 17 Essential Elements in 4 of the 4 Conceptual Areas.

In order to master an Essential Element, a student must master a series of skills leading up to the specific skill identified in the Essential Element. This table describes what skills your child demonstrated in the assessment and how those skills compare to grade level expectations.

| | | Level Mastery | | | | |
|----------|-------------------|---|--|---|--|---|
| Area | Essential Element | 1 | 2 | 3 | 4 (Target) | 5 |
| ELA.C1.2 | ELA.L.9-10.4.a | Identify familiar objects through property word descriptors | Identify definition of words | Identify missing words using sentence context | Use semantic clues to identify word meaning | Use semantic clues to identify phrase meaning |
| ELA.C1.2 | ELA.L.9-10.5.b | Draw conclusions from category knowledge | Identify the multiple meanings of a word | Identify word meaning of multiple meaning words using context clues | Identify the intended meaning of multiple meaning words | Understand how multiple meaning words can result in humor |
| ELA.C1.2 | ELA.RI.9-10.1 | Identify concrete details in a familiar informational text | Identify concrete details in an informational text | Cite textual evidence for inferred information | Discriminate between citations for explicit and inferred information | Cite evidence for a text’s specific meaning |

Levels mastered this year

No evidence of mastery on this Essential Element

Essential Element not tested

©The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission. "Dynamic Learning Maps" is a trademark of The University of Kansas.

Page 1 of 4